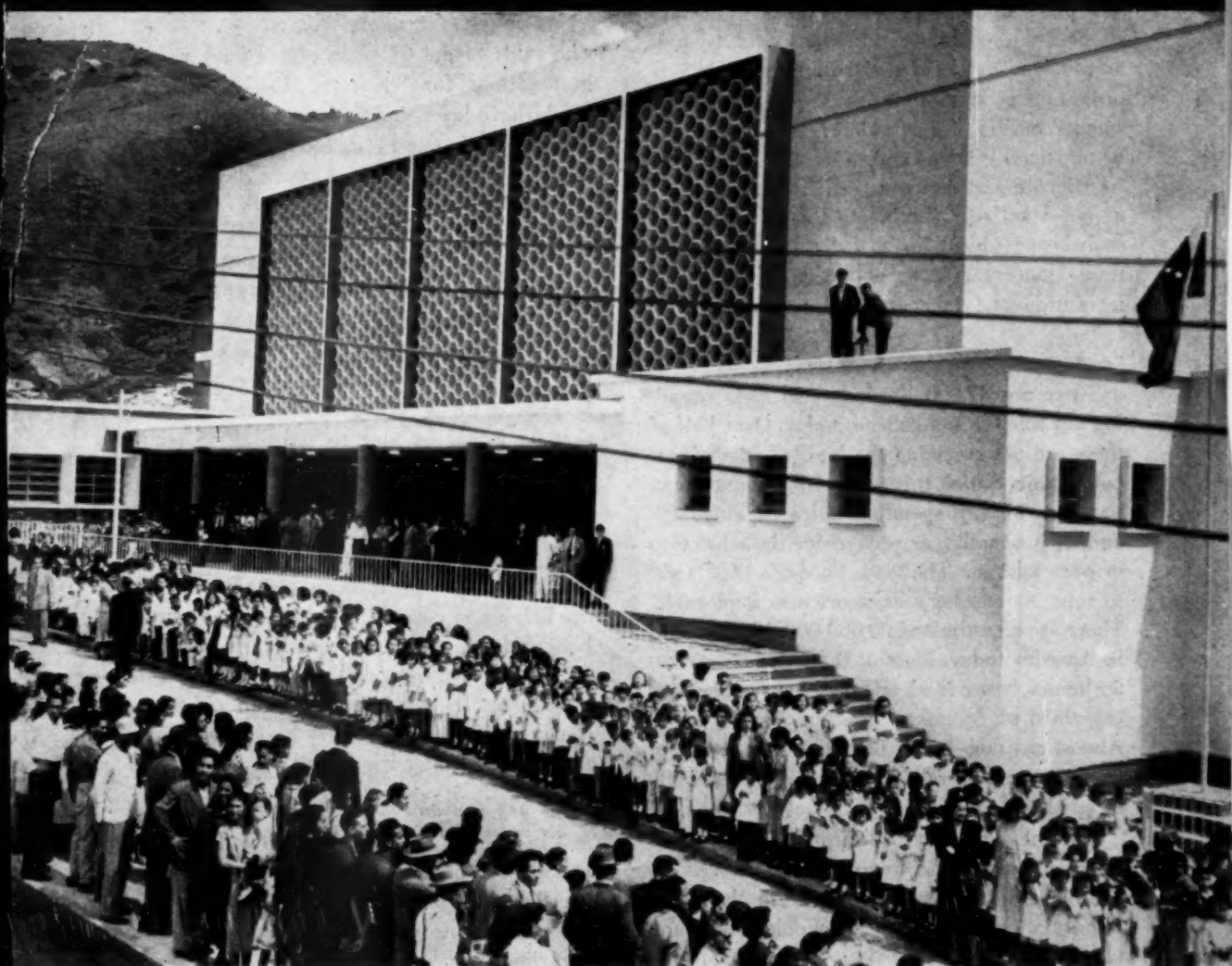


THE AMERICAN TEACHER



Unique windows feature this modern school building in Caracas, Venezuela. It is in this city that the Organization of American States is now holding its Tenth Inter-American Conference. United Press Photo

• March • 1954 •

PRESIDENT'S PAGE

The better life— for children, too

THE statement is sometimes made by those who do not understand the magnitude and scope of the labor movement that the American Federation of Teachers is concerned only with salaries for teachers. We would naturally be working for better salaries for teachers, since our fundamental concept of a fine educational system is based upon our philosophy that the teacher in the classroom is the heart and soul of a good school system. This struggle of ours receives the headlines; but what is not so well known, and yet is of equal importance in our program, is our continuous campaigns for smaller classes, democratic rights of teachers, better tenure laws, and adequate retirement security. In addition your Federation is making a significant contribution to the attainment of such larger objectives as federal aid to education, slum clearance, public housing, health legislation and other social improvements.

"A dog's life"

There are 37,000,000 boys and girls attending our schools and colleges today. Over half of these are not receiving the kind of educational opportunity which this prosperous country can provide. We are spending twice as much for animal husbandry as we are for the education of our children. The term, "a dog's life," used to infer that a dog's existence was deplorable. There are an estimated 20,000,000 licensed dogs in America today. Most of these dogs have better homes, better food, and better sanitation than one third of America's children. Think of it! Almost any dog—excepting only the street mongrel—has a better life than nearly 13,000,000 of our boys and girls.

One night recently, Edward R. Murrow took his cameras to Lawrence, Massachusetts to show the desolation and despair in that community when the American Woolen Company closed its mills, throwing 12,800 men and women out of work. In watching Mr. Murrow's pictures you must have been impressed, as I was, by the men and women who told of their fear of unemployment—one especially, a man



CARL J.
MEGEL

who said: "I am 64 years old. I have worked in the mills for 38 years. In 16 months I would have been eligible for a pension. Now I lose my pension and I am too old to get another job."

Teachers will sympathize with this man. During the war, controls prevented the wages of this worker from rising, while at the same time they permitted the management to operate on a profit basis of 10 per cent plus cost. This man worked loyally and thus helped his country win a war. He lived on his controlled salary because he was working with the understanding that he would be able to retire at 65 with a pension. He considered his pension to be a part of his wages.

These examples merely illustrate some of the situations that we in the AFT, through our affiliation with the American labor movement, are helping to correct. In our efforts to provide better education for America's boys and girls, we do not lose sight of the struggle for better homes, better food, and a secure old-age—a struggle which is a necessary part of our efforts to provide a better life for all.

What you can do

You may say, "But what can I do?" Your membership in our organization is already an excellent contribution to this program. But each of you in your way can make a still further contribution.

First, by bringing to your fellow teachers and friends an understanding of this broader concept of the program of the AFT.

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Tips on Low-Cost Travel

By RICHARD J. BRETT

PRESENT travel reports indicate that the summer travel of 1954 will set a record mark. Many school teachers who have saved for months will join this record crowd for travel and study.

In order to assist teachers in making study plans, the AFT's International Relations Committee has prepared a summary bulletin entitled "International Summer Study Opportunities." The bulletin, which was distributed to all locals last month, lists 89 study-tours offered by 50 United States colleges and universities. Of the total, 66 study-tours are offered in Europe in education, geography, social science, music, art, drama, religion, English and foreign languages. Other study-travel opportunities include tours around the world and in the Middle East, Latin America, Canada, and Alaska. Many unusually fine study opportunities are included in this summary.

Keeping transportation costs down

This article will attempt to point out several ways in which travel expenses can be kept relatively low. One of the biggest items of expense is transportation, and it is often one of the most difficult to obtain. At least four educational tour organizations will provide low-cost transportation this summer. Study Abroad, Inc., 250 West 57th Street, New York 19, N.Y., is handling reservations for the one-class liner, S.S. *Castel Felice*, with one-way fares from \$130 to \$185. The Association for Academic Travel Abroad, Inc., 40 East 49th Street, New York 17, N.Y., is also offering space on the S.S. *Castel Felice*. Youth Argosy, Inc., Northfield, Massachusetts, is accepting bookings on the S.S. *Canberra*, S.S. *Columbia*, S.S. *Arosa Kulm*, and the S.S. *Nea Hellas*. These prices range from \$150 to \$172 on the first three ships; they are slightly higher on the *Nea Hellas*, which travels to Spanish and Italian ports. The Council on Student Travel, 179

Broadway, New York 7, N.Y., has space on the *Arosa Kulm*, *Anna Salen*, and *Skaubryn*, with rates from \$135 to \$165. In each instance the low prices are for dormitory space or large cabins. Cabins for two, three, or four can usually be obtained at the higher rates.

Saving on living expenses

When one arrives in Europe, he can save money in various ways. Pension accommodations are recommended for the traveler who wishes to combine room and board at reasonable prices. The pension also provides the traveler with a fine opportunity to meet the people of the country, as many Europeans avail themselves of these bargain rates. A list of pensions can usually be obtained from the various countries' travel offices which are listed at the end of this article.

Some of the European railways offer special rates for tourists. In one or two instances these reservations must be made in this country. Some of the railroads providing bargain rates include the British Railways (9 Rockefeller Plaza, New York 20, N. Y.), French National Railroads (610 Fifth Avenue, New York 20, N. Y.) and the Swiss Federal Railways.

When making plans for Europe, one should not overlook the possibility of savings in foreign currency. Prices of foreign money change constantly. However, it is wise to compare the United States prices with the overseas exchange rates. The large banks in our major cities usually have foreign currency on hand. Money can also be purchased at foreign currency exchanges in New York. One of these is William Holzman and Company, 115 Broadway, New York 6, N.Y. One will also obtain bargain rates on currency purchased in Spain, Luxembourg, and Switzerland. It is also wise to obtain a money converter, which can be purchased at book stores or obtained from large banks or airlines.

Many people can reduce their summer expenses in Europe by concentrating on a certain area for study purposes with travel sandwiched on either side of the educational program. This is the plan of many of the colleges and universities which are offering courses this sum-

Richard J. Brett, member of Local 504, Waukegan, Illinois, is Co-chairman of A.F.T.'s International Relations Committee and Chairman of the Professional Standards Committee of the Illinois State Federation of Teachers.

mer. An unusual educational program is being offered this summer by the University of Utrecht in The Hague, Holland. The university is presenting a course, "Trends in Modern Civilization," which will run from July 12 to July 31. The cost of this 20-day program, including tuition, room, breakfast, lunch, and tours, is approximately \$48. Further information can be obtained from the University of Utrecht.

Each country has its own travel agencies. In the United States travelers are well acquainted with American Express and Thomas Cook & Son. At least two other travel agencies should receive attention. These are the Workers Travel Association, Limited, Eccleston Court, Gillingham Street, London SW 1, and CIT Travel Service, Inc., an Italian company with offices in New York, Chicago, and Los Angeles.

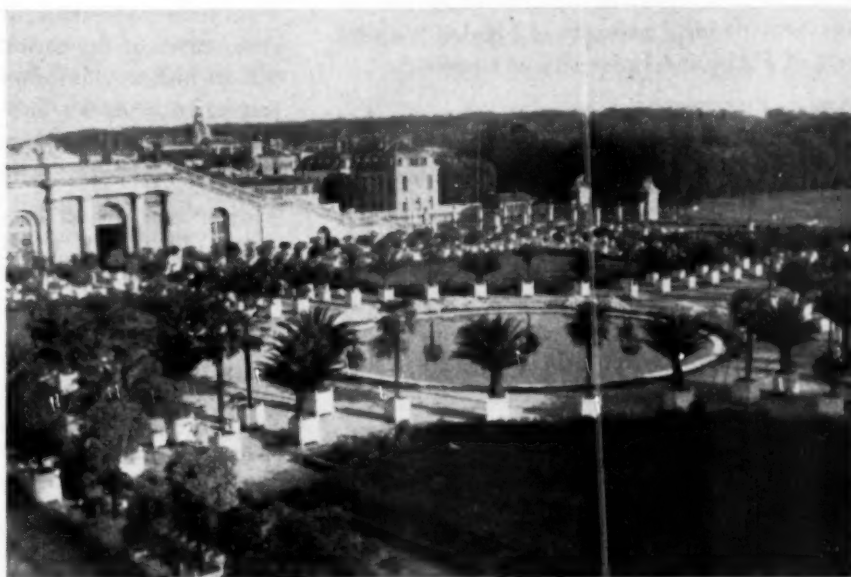
The W.T.A., founded in 1921, is a "non-political, non-sectarian, independent, self-supporting and fully equipped travel and holiday organization." It can supply any transportation needs, room and board accommodations, theater ticket reservations, and many other travel necessities. Its prices and service deserve the attention of all travelers interested in low-cost travel. An eight-day holiday in London includes room and board, coach excursions for tours, bus and rail fares when tour requires it, entrance fees to places visited, services of W.T.A. leader, and gratuities to hotel and restaurant staff. In addition to sightseeing in London the program includes Windsor Castle,

Eton College, and Hampton Court. The cost for the entire program ranges from \$34.30 to \$40.60 depending upon the hotel accommodations. Single rooms are 21c a night extra.

As S. Janke, British Travel Manager, stated in a recent letter: "The W.T.A. would be able to meet practically any form of travel or holiday requirements of your members, whether they require merely some overnight accommodation here and there, travel tickets and timetables, an escorted 'inclusive' tour of a general or special nature, or a tour of a free-lance or independent type; or whether they want merely some general advice as to holiday and travel facilities in the British Isles and in Western Europe generally." Interested persons can make a personal call at the W.T.A. office in London but should allow a few days' notice for completion of arrangements.

CIT is famous for its Italian tours, although it also handles trips throughout Europe. Perhaps their most popular package tour is the 11-day trip through Italy by CIAT motor-coach, an adventure in interesting and comfortable bus travel. The 11-day tour includes Naples, Pompeii, Amalfi, Sorrento, Capri, Blue Grotto, Cassino, Rome, Perugia, Assisi, Florence, San Gimignano, Siena, and Venice. The tour price includes transportation, hotels, meals, sightseeing drives and local excursions, transfers from stations to hotels, taxis and tips, handling of baggage, and a CIT interpreter. The cost ranges from \$158 to \$292 depending upon the accommodations.

The "portable" Orangerie provides a southern atmosphere alongside the historic Versailles Palace.



There are a number of educational travel associations in this country; names and addresses of these organizations can be found in *International Summer Study Opportunities*. The Council on Student Travel has a three-fold purpose: (1) to provide low-cost transatlantic transportation for students and teachers during the peak-season summer months, (2) to provide an extensive orientation program on board these special student ships, and (3) to offer a tour referral service for students and teachers seeking advice. According to John E. Bowman, Executive Director, the Council does not directly sponsor tours, but it is a non-profit organization with 33 national religious and educational organizations as members, which can handle numerous educational travel interests.

The American Youth Hostels, Inc., 6 East 39th Street, New York 16, N. Y., provides the teacher with an opportunity to travel at a very low cost by using bicycles or hiking and staying at Youth Hostels.

According to Director James J. Lynch, World Educational Travel, 1457 Broadway, New York 36, N. Y., will again offer a program for teachers on sabbatical leave. The total cost for the year will be \$1,450 and for the half-year \$990. This includes round-trip air transportation (tourist)—with round-trip steamer passage (tourist) reducing the cost about \$225—all meals, full-day sightseeing in major cities, room with single beds for two or three persons sharing the room, and visits with top civic dignitaries. The universities to be utilized for next year's program include the University of the Netherlands, University of London, University of Paris, and University of Geneva.

Office of Education scholarships

The Board of Foreign Scholarships, U. S. Office of Education, is granting 25 awards for a summer seminar in France and 20 awards for a summer seminar in Italy. Preference will be given to candidates under 40 years of age who have no accompanying dependents. Applicants must furnish evidence of proficiency in the appropriate language. In the French seminar teachers selected will be provided with maintenance and tuition in France, but each must be responsible for his own travel expenses. The award for the Italian seminar will consist of round-trip ocean transportation and travel in Italy in connection with the pro-

gram and tuition. The grantee will be expected to provide his living expenses for 55 days in Italy (approximately \$300). Announcement of awards will be made May 1; the deadline for application is not indicated.

Many persons naturally wonder how much a trip to Europe will cost. This writer spent 10 weeks in ocean travel and Europe last summer for approximately \$1,400. Another year a 7-week trip with 3 weeks at the University of Amsterdam cost \$800-\$900. Last summer's trip could have been cheaper. The overall cost will depend upon transportation (biggest item), hotel and food (especially expensive in Paris last summer), and travel in Europe (here's where planning is important). Concerning the last item, it is more satisfactory and less expensive to concentrate on certain areas instead of attempting to see all of Europe in one quick trip. Besides, if a person goes to Europe once, the odds favor at least one return trip.

Sources of further information

There are many publications on travel suggestions. Harian Publications, Greenlawn, N.Y., is highly recommended for the person traveling on a budget. That certainly includes teachers! Their recent book, *Europe on A Shoestring*, has many practical suggestions. Many teacher travelers have already found membership in the National Travel Club, 45 West 57th Street, New York 19, N.Y., very helpful in making travel plans throughout the world. The monthly publication of the club, *Travel*, which has been published for 52 years, is a storehouse of useful travel information.

As indicated earlier, the United States representatives of the various European countries can furnish any information concerning their respective countries and are happy to do so at no charge. The addresses of these European information offices are listed below:

Austrian State Tourist Department, 48 E. 48th St., New York 17, N.Y.
Official Belgian Tourist Bureau, 422 Madison Ave., New York 17, N.Y.
British Travel Association, 336 Madison Ave., New York 17, N.Y.
Danish National Travel Office, 588 Fifth Ave., New York 36, N.Y.
European Travel Commission, 115 E. 53rd St., New York 22, N.Y.
Finnish National Travel Office, 41 E. 50th St., New York 22, N.Y.
French Government Tourist Office, 610 Fifth Ave., New York 20, N.Y.

A trip to Venice is not complete without a gondola trip under the Bridge of Sighs.



German Tourist Information Office, 500 Fifth Ave., New York 18, N.Y.
 Royal Consulate General of Greece, 30 Rockefeller Plaza, New York 20, N.Y.
 Irish Tourist Bureau, 33 E. 50th St., New York 22, N.Y.
 Italian State Tourist Office, 21 E. 51st St., New York 22, N.Y.
 Luxembourg Tourist Information Office, 441 Lexington Ave., New York 17, N.Y.
 Netherlands National Tourist Office, 10 Rockefeller Plaza, New York 20, N.Y.
 Norwegian National Travel Office, 290 Madison Ave.,

New York 17, N.Y.
 Casa de Portugal, 630 Fifth Ave., New York 20, N.Y.
 Scandinavian National Travel Commission, 50 Rockefeller Plaza, New York 20, N.Y.
 Spanish Tourist Office, 485 Madison Ave., New York 17, N.Y.
 Swedish National Travel Office, 630 Fifth Ave., New York 20, N.Y.
 Swiss National Tourist Office, 10 W. 49th St., New York 20, N.Y.
 Yugoslav Information Center, 816 Fifth Ave., New York 21, N.Y.

Layle Lane Suggests Exchange of Materials

MISS Layle Lane, who for a number of years served as chairman of AFT's committee on democratic human relations, wrote to us from Mexico City, where she is on the last lap of her journey around the world. Her many AFT friends will be interested in the following excerpt from her letter:

"My trip was a most stimulating and rewarding experience in seeing many parts of the world, in meeting many interesting people, and in understanding more fully the social and economic problems of the Near and Far East.

"The school people I met in several places were appreciative of what the United States has contributed in the development of public education. All would be glad to have educational material on all levels. Perhaps some AMERICAN TEACHER readers would be willing to send materials they have finished with to others. The following persons would be happy to receive or exchange materials:

"Mr. Jaffrey, Deputy Inspector of Elementary Education, Government Buildings near Boulton Market, Karachi, Pakistan.

"Dr. Buhktiari, Teachers Training College, Mission Road, Karachi, Pakistan.

"Miss Hermione Jenkins, Teachers Training College, Cairnhill Road, Singapore.

"Copies of the *Saturday Review of Literature* and the book review sections of Sunday newspapers would be especially appreciated by Miss Tano Jodai, Japan Women's University, Bunhyo-Ku, Tokyo, Japan.

"Those who are interested in the exchange of materials among students are invited to write to:

"Emory Fleming, High School of Doshisha University, Osaka, Japan.

"Mr. Sohrab Rustomji, Principal, Parsi Boys High School, Victoria Road, Karachi, Pakistan."

A Teacher Faces a World in Turmoil

By SAMUEL SCHWEITZER, *Local 2, New York City.*

THE stark reality of a world in travail is never a pretty sight. Yet it is the world in which we and our students must live.

How shall we explain it to them? What methods shall we use to develop compassion and understanding? How shall we make them well-adjusted citizens in a world which is itself maladjusted?

This is the challenge. The teacher who prepares to meet it is himself suddenly confronted with an overwhelming sense of doubt. Does *he* understand what he sees? What follows is one teacher's point of view.

Turmoil abroad

It has become almost axiomatic that wars create revolutionary movements over which statesmen have very little control. It wasn't so long ago that Sir Winston Churchill remarked with bitterness and injured pride that he had not become the King's first minister to sit in on the liquidation of the British Empire. Yet within five years, India, the brightest jewel in the imperial diadem, was gone, followed shortly thereafter by Palestine and Burma. The dikes against colonial nationalism gave way suddenly in the Dutch East Indies. Today the Mau Maus of Kenya, the Moslems of Egypt, Iran, Tunisia, and Morocco have all been swept by the irrepressible tide of native nationalism. They are determined to end white man's rule regardless of cost. The fact that the old imperialism has become more benevolent (witness United States relaxation of rule in Puerto Rico and the Philippines and the British concept of a Commonwealth of Nations) interests them very little. As a result the conflict engendered has become tragic and embittered.

Over these combatants lurks the shadow of Soviet imperialism ready to rush in wherever a power vacuum develops. The irony of the situation is that, while the western democracies have tried to solve some of their economic problems by moderate doses of socialism, the

communists offer to the underprivileged masses of the world essentially a capitalistic program—the creation of more private landowners by dividing the large estates. It may well be, as was shown in the Balkans, that this is merely a lure which will later be withdrawn when collectivization is imposed upon the hapless peasant. However, in the meantime, millions of desperate people grab for the carrot and are content to live only for the moment.

Turmoil at home

In our own country the fear of subversion has made us extremely sensitive to the problem of security. In the process, many of our most cherished ideals have been subjected to assault. Guilt by innuendo and association, name-calling and character assassination have been substituted by overzealous patriots for facts, proof, and fair-play. Ironically again, these are the very weapons used in totalitarian countries to destroy the democratic opposition. At a time when internal unity is most essential to combat subversion from abroad, we are being rent by suspicions and fear. Judge Learned Hand has warned "... that that community is already in the process of dissolution where each man begins to eye his neighbor as a possible enemy, where non-conformity with the accepted creed, political as well as religious, is a mark of disaffection; where denunciation without specification or backing takes the place of evidence; where orthodoxy chokes freedom of dissent; where faith in the eventual supremacy of reason has become so timid that we dare not enter our convictions in the open lists to win or lose. . . ."

Troubled Americans as well as friendly Europeans are asking whether the evil created is not as bad as the one we are trying to destroy.

In addition a newly elected President finds himself confronted with more soul-searching problems in his first year as commander-in-chief of the civil government of the United

States than in all his years as commander of the Allied forces in Europe:

1. How can the mavericks in his own party be prevented from trespassing upon his constitutional prerogatives, especially in the field of foreign relations?

2. How can this nation buy military security and yet maintain financial stability?

3. How can inflation be curbed without bringing on a major depression?

4. How can the United States determine the true intent of the Russian "peace offensive" without appearing to arbitrarily reject proposals to relieve the tensions which have resulted in the cold war?

5. How can the foreign cry of "trade not aid" be reconciled with the high protectionist convictions of many of his Republican colleagues?

6. How can the United States furnish constructive world leadership and yet avoid the charge of "Yankee Imperialism"?

To list only a few of the most pressing problems is to indicate the complexity of the solution.

Some countervailing forces

If the main outlines of this picture are not pleasant to contemplate, there is some satisfaction in knowing that countervailing forces have appeared to relieve the gloom.

"Point 4," the Marshall and Schuman Plans, NATO, and the European Defense Community are as revolutionary in an economic and military sense as are the movements for colonial independence in a political sense.

Statesmen from Grotius to Aristide Briand have dreamed of some form of European integration. Today Western Europe has taken a faltering step in that direction. It may be very limited. There are still innumerable obstacles. Yet the direction is clear.

In this country, the future policies of the new administration are still in their formative stages. What is becoming increasingly evident at this point is that the victorious party must reckon with the problem of internal fragmentation while the defeated party seems to regain a temporary unity completely absent while it held power. Thus the President must try to reconcile the neo-isolationist and internationalist factions of his party while the Democrats play the part of the loyal opposition united in their common goal of regaining control of Congress.

It must be with some chagrin that he turns to the opposition party for the votes necessary to pass his foreign aid and trade program. Given the present numerical strength of the parties in Congress, he has no alternative.

The role of the teacher

This, then, is the world in which we and our students must live. How shall we explain it to them? The suggestions presented here are not an attempt to draw a detailed blueprint but rather to indicate a point of departure.

1. For those of us who are teachers of social studies, life would be so much easier if history flowed on in a regular channel proceeding from cause to effect without devious twists and turns. We become excessively concerned when we cannot present a logical development of world events. But how can we create logic in areas where none exists? What logic was there in a foreign policy which attacked the amoral acts of the aggressors in the 1930's and yet passed a series of Neutrality Acts putting them on notice that our activities would be confined to "speaking loudly and carrying a small twig"? How can we explain a high tariff policy today when some European countries are crying for "trade not aid"?

Tolstoy, in his epic *War and Peace*, suggests that Napoleon's invasion of Russia ended in disaster not because of any brilliant stratagem or cleverly conceived plan of withdrawal but rather because of the bungling incompetence of the Czarist generals who kept retreating because they had no well defined plan of action. Soon Napoleon found himself caught in the snowy vastness of Russia, his lines of communication overextended and his troops completely exhausted.

While we may be more charitable than Tolstoy and refuse to attribute inconsistent and illogical policies to bungling incompetence, yet it behooves us to point out to our students that quite often a far-reaching decision taken by our government is due to a hypnotic paralysis brought on by an attempt to reconcile conflicting emotions of its citizens or the demands of rival pressure groups within a country. Hence at one and the same time we refuse to join the League of Nations because it may involve us in Europe's quarrels but yet we sign a Nine-Power Pact obligating us to defend the Open-Door Policy and the territorial integrity of China.

2. Today the problem is further complicated by the fear of many teachers that a critical evaluation of anything American may be seized upon by superpatriots as evidence of subversion. Nevertheless, timidity or intellectual dishonesty in dealing with these questions can lead to only one result—the loss of the confidence and respect of our students. These are the touchstone of a teacher's success. To lose them is to destroy his professional usefulness. The discussion of most current problems today involves elements of controversy. If we are frank to admit inconsistencies as part of human frailties (including those of American statesmen), if we respect the academic freedom of our students by probing the merits of conflicting issues, then we can emerge from such experiences with a feeling that we have fulfilled our role as teachers and not propagandists. The fanatics of the right and left do not welcome the reasoned approach. They are too filled with the zeal of their mission to bother about the facts. Today the very act of thinking and writing involves a risk. What we say or do may be used against us in the year 1963. However, the alternative is professional stultification.

3. Another obstacle to an understanding of our tumultuous world is the tendency of our students to accept the "devil" theory of history with its villains and heroes. When we are very young we tend to think in terms of black or white. For the idealistic youth there are no middle shades of gray. Such an approach applied to the history of our times can lead to nothing but disillusionment and disaster. An examination of two epoch making policies, Lend-Lease and the Marshall Plan, may serve to illustrate this point.

Prior to June 22, 1941, the day of the German attack on Russia, both the Nazis and the Communists charged that Lend-Lease was a nefarious scheme concocted by Franklin D. Roosevelt to enable the United States to fight to the last Englishman. However, many Americans looked upon it as an instinctive act of generosity on the part of their country. Those of us who remember the dark days of 1940-41 will immediately recognize that neither explanation is completely satisfactory. We were a nation torn by conflicting emotions. We wanted to keep the war away from our shores and our boys from European shores. Yet we were

deeply stirred by the gallant fight of Great Britain and the desire to help the victims of aggression. Lend-Lease was a calculated risk which rejected the entire concept of neutrality and started U.S. factories on the road to total mobilization for war. To ascribe one special reason for its passage is to reject the complexity of human behavior. No doubt there were some who felt that it was better for English rather than American boys to die in defense of Europe. No doubt there were others who believed we were acting from purely humanitarian motives. Both explanations tend to oversimplify. Perhaps Franklin D. Roosevelt was closer to the truth when he said that if your neighbor's house is on fire you don't ask him for payment before you hand him a hose.

The Marshall Plan is another case in point. When it was first passed, hostile elements contended that it was merely "dollar diplomacy" in disguise, that it was a scheme to keep U.S. factories working at full capacity during a period of post-war adjustment and that it was a weapon to control the foreign and economic policies of our Allies while we waged a "cold war" against Russia. Those who defended it argued that it was an unsordid, generous, and timely attempt by the U.S. to prevent Europe from collapsing and falling prey to an expanding Soviet imperialism. Originally it was offered not only to the West but also to Russia and her satellites.

Now just where does the truth lie?

It would be ridiculous to deny that U.S. farms and factories were kept busy supplying the goods bought with Marshall Plan credits. However, isn't it equally true that European production and employment boomed upon the receipt of this aid? Nor would it be honest to ignore the dominant voice which U.S. economic power gave her in the councils of Europe. Yet it would be just as inaccurate to contend that our judgment was accepted without reservations or strong dissent. The use of the term "dollar diplomacy" implied that the U.S. used its economic power to control the internal affairs of its allies. A few facts may be pertinent. In 1945 a Labor government dedicated to a program of gradual socialization came into power in England. One year later a Republican Congress devoted to the capitalistic system of free enterprise was elected in the United States. Yet it was the rugged individualists of the 80th Congress who appropriated funds which enabled the

socialist government of Great Britain to carry through the nationalization of banks, medicine, coal, transport and several other industries. If this is an example of "dollar diplomacy" then historical terms have lost their meaning.

What can our students conclude from the above illustrations? They seem to point to an elemental truth. While nations may act from many motives, one of the strongest is self-interest. When self-interest is enlightened and coincides with the needs of other people (as in the case of Lend-Lease and the Marshall Plan), all benefit. On the other hand, when such interest is completely egocentric, then the world totters on the brink of disaster. The doctrine of the master race and its evil consequences stand as grim reminders of this truth.

4. One last problem confronts the teacher who is concerned with the historical perspective of his students. He is troubled and bewildered by the assault upon their minds carried on by mass media of propaganda. He is aware that in the conflict of ideologies, critical and sound thinking are often a casualty. Yet as he examines syllabi and courses of study there seems to be no organized program to meet this problem. Whatever attempt is being made to sift fact from fiction, truth from propaganda, is indirect and incidental to the learning of a great mass of information. True, most syllabi in the social studies pledge themselves to the attainment of the above goals. Teachers are urged to discuss controversial issues consistent with the maturity of their students. In the course of these discussions it is expected that an attempt will be made to indicate errors of reasoning, to distinguish between fact and opinion, and to evaluate the relative strength and weakness of different points of view. However, so bulky has become the required course of study in the social studies that most teachers find themselves under constant pressure to cover the essential facts of past and present history within the allotted time. As a result the challenging and stimulating problems of history are reduced to a minimum.

Also it may be asked whether this request to have students evaluate critically some of the important problems of the day is not putting the cart before the horse. Before a child can run he must first learn to walk. Implicit in any intelligent discussion of controversial issues must be:

a) an elementary knowledge of the most

important errors of logic—e.g., the *argumentum* socialist government of Great Britain to carry

b) an understanding of the most common techniques of propaganda—e.g., stacking the cards, name-calling, glittering generalities, testimonial, etc.

At what point in the average student's education has there been a concerted effort to make him conscious of these ideological weapons? What is being urged is not a formal course in logic but rather a simplified unit devoted to the techniques of logical thought. To be of any value it must be integrated with the problems of past and present history and illuminated by the newspapers of the times as well as the writings and speeches of historical personalities. Only then will a student be in a position to handle intelligently some of the current issues hurled at him by the newspapers, periodicals, radio, television, and the movies. It is time that we implemented the excellent suggestions contained in the 13th Yearbook of the National Council for the Social Studies, "Teaching Critical Thinking in the Social Studies."

Summary

To sum up, we live in a troubled and disturbed world filled with controversy and violence. In it our students are seeking meaning and understanding. How can we meet their needs?

1. The historical approach recognizes the evolutionary nature of human institutions with their imperfections and inconsistencies. It accepts these shortcomings as unavoidable handicaps in man's struggle to achieve freedom and security. Such recognition is an antidote necessary to prevent the disillusionment of the immature. By the same token, historical sugar-coating defeats its own purpose.

2. For our students the cold war of ideas takes precedence at the moment over the hot war of bullets. Yet, have they been supplied with the weapons of the mind to wage the good fight? It is extremely doubtful. Unless top priority is given to the arsenal of logic, our students may succumb to the forces of irrationality. To argue that such weapons are the concern of higher education is to avoid the issue. Only one student in approximately 15 reaches the university. Yet the laborer and college graduate cast an equal vote in our democracy.

3. Finally, the teacher is being impaled upon the horns of a dilemma. If he seeks a critical and balanced evaluation of our imperfect world, he may find himself under attack by the Neanderthal forces of reaction in his community. If, on the other hand, he surrenders uncondition-

ally to them, then he betrays his personal integrity and the trust of his students. In the direction of intellectual honesty lies hope; in the direction of intellectual timidity, nothing but darkness.

The decision is his to make.

TEACHERS vs. TRUCK DRIVERS

By ROCCO DE PERVO

This article appeared in the "Upstate New Yorker," published in Utica, N.Y.

THE *Observer-Dispatch* in an editorial said: "People are still talking about that veteran who quit a teaching job in Summit, N.J., at \$85.00 a week, to drive a local brewery truck for \$137.50. An important point is that the scholar who satisfies the thirst for knowledge is paid so much less than the trucker who helps satisfy the thirst for beer.

"Mr. X of Summit has, unconsciously, done something which will delight the economists. For decades there has been the theory of 'the economic man,' the man who bases his decisions entirely on what will give him the most money. But school teachers were supposed to be superior to cruel material considerations. Theirs was the life of the spirit and some thought that was about all they received to live on. Now, with the cost of living hitting a record high, school teachers show that they, too, are made of flesh and blood and can qualify for some of the really exacting occupations like plumbing, bartending, truck driving and running service stations. . . ."

Here's the answer

The editor of the above article as well as you the reader might ask what's wrong? Why is it more lucrative to drive a truck than be a teacher? The answer is not a secret. It's a well known fact that 30 years ago a truck driver was considered a lowly specimen of humanity who was alive to work and slave for wages so low that it was an insult to the intelligence of the most ignorant driver. He was expected to work 80 hours a week with no pay whatsoever for overtime, and vacation and holiday pay was undreamed of. He had to pay for his own expenses, so that at the end of the trip he was lucky if he had enough money to buy cigarettes. The legitimate truck driver had to compete for his job with the employer who was willing to

have youngsters still in school drive his truck without pay, just for the thrill of driving and seeing the big city.

The truck driver had no seniority or security of any kind. He worked from day to day at the whim of the owner, and if the owner woke up on the wrong side of the bed some morning, most likely the driver was out of a job. Truck drivers were a dime a dozen.

He was expected to drive a truck with no brakes, no headlights, no windshield, no horn, and when windshields came out, no wipers, and then if he had an accident he was fired because he was reckless.

He was expected to work Sundays and holidays, and if he didn't like to work on Christmas or New Year's he was out of a job.

The abuse and history of truck drivers is long, but enough said for the purpose of this article.

What happened to pull the truck drivers out of the doldrums of near slavery is the same thing that happened to most working men and women in our great country.

The truck drivers formed a union. Then started the long, uphill battle for recognition, which they did not get until numerous costly strikes took place, and then, after getting recognition, the long, upward climb to better wages and working conditions started.

Unionization means benefits

Every benefit the truck driver has, he received through his union, sometimes by short strikes, other times by lengthy strikes, but 99% of the time through diplomacy and long hours, days, and weeks of negotiations by his union business representative, whose sole objective is, or at least should be, to get a peaceful settlement satisfactory to those he represents and yet palatable to the employer who must pay the bill

and at the same time keep his business healthy and profitable.

If an employer can't keep his business healthy and profitable, he will not stay in business, and if he isn't in business then there are no jobs, so it's the business representative's job to see that the employer stays in business, as it is to see that his people are satisfied.

Today truck driving is no longer being looked down on. The truck driver is a respected citizen who is recognized as a man who will fight for his rights and yet will not trample on the rights of others. He belongs to a good, honest and strong union that was made honest and strong by proper leadership and good intelligent members who are not misled by vicious anti-labor propaganda and lies spread against labor by unscrupulous individuals and anti-labor periodicals. And he is ready to kick out of office any communist, racketeer or dishonest leader that may take control of his union.

The teacher's plight today

Now let's turn to the teacher. . . . The teachers' plight of today is not one-hundredth as bad as the truck drivers of 30 years ago; but had the teachers the intelligence and foresight to recognize what was good for them, as the truck drivers did, the odds are that teachers would be in a very much better position today to enjoy the fruits of their labor without political domination or abusive school board rules and regulations, with its low and inadequate salary schedules.

If the majority of the teachers were members of one good legitimate AFL organization like the AFL Utica Federation of Teachers, there isn't any doubt that their salaries and conditions would be at a much higher level, and discrimination in hiring and promotions could be and would be eliminated.

Some teachers think they are too good to be members of a labor organization. Others fear the loss of their jobs or the loss of a chance for promotion. Still others are afraid of a strike.

What those teachers don't realize is that all other workers had the same fears, but they also had the courage to stand up and be counted, and until the majority of the teachers come to the realization that in unity there is strength, that it takes courage to stand up and be counted, then just so long will the teachers be the forgotten people. . . .

There are only two ways for a public servant to better his or her condition. One is the strike method, which is forbidden, and the other is public opinion without fear of retaliation. By being members of a free AFL organization that is not controlled by the politicians, the school board, or school superiors, the teachers would have the backing of . . . AFL working men and women who feel that their children should have the best teachers available, and also realize that you can't get good teachers unless you pay them a salary at a level that would give the teacher security and happiness.

Now the general public, whether from union or non-union families, don't really know the true facts about our teachers.

First—All unite

It's about time that our teachers realized that injustices must be exposed to the general public. And the only way to do so is, first unite in a free, legitimate organization, and then without fear of retaliation and with proper leadership bring the matter before the proper city officials. If the officials still refuse to correct a bad situation, expose it to the general public with the aid of the parent body the teachers' union is a part of.

The parent body of the AFL in Central New York is the Utica Federation of Labor, which for 40 years has fought for better salaries and conditions for our teachers. But the Federation has never had the united backing of ALL UTICA TEACHERS.

If it had, much better conditions would be enjoyed by our teachers today!

The best advice we can give to our teachers is that they should organize for their own good.

PRESIDENT'S PAGE

(Continued from page 2)

Second, by bringing more teachers into membership in your local teachers' union, thereby helping your local to secure its membership quota. It is unity of greater numbers which gives us our strength.

Third, by helping in the formulation of our future policies and programs. You can do this by letting me know which problems you think are of the greatest importance to you and others in the teaching profession.

These are the ways by which we grow. Our growth gives us strength. Our strength helps to make and keep America great!

The AFT Summer Workshop: Study and Good Fellowship

MEMBERS of the AFT throughout the nation are again invited to set aside two weeks in July to attend the annual AFT Summer Workshop in Madison, Wisconsin. The Workshop will be held from July 18 through July 30. It is sponsored by the University of Wisconsin School for Workers and the American Federation of Teachers.

The AFT Summer Workshop faculty will be composed of specialists on teachers' problems from the staff of the American Federation of Teachers, nationally-known experts on labor affairs and education, who will be on hand for classes and workshops, and the regular staff of the School for Workers.

Plans for the 1954 Workshop were announced recently by Robert Ozanne, Director of the School for Workers. The two weeks' training and study program will attempt to give teachers an understanding and appreciation of the American labor movement. A specially selected group of courses on labor affairs will be available to the teachers for the schedule of morn-

ing classes. Informal workshops in the afternoon will bring into focus the particular problems of teachers in the labor movement, such as problems of organizing in this field. Distinguished guest speakers from labor and education, current labor movies, and informal discussions in the evening will round out a full day of activities at the Workshop.

Jones Hall, a modern University dormitory, will house summer school students. Jones Hall is situated on a beautiful section of the University campus overlooking Lake Mendota, and provides an attractive and convenient "home" for the Workshop student.

Cost of the two weeks' Workshop is \$88.50, which covers room, board, and tuition.

Other union groups will be on the campus attending separate institutes during the AFT Workshop. These groups will meet together to share experiences and union techniques. Unionists from all over the United States and from many foreign countries will be attending summer institutes in Madison this year.



A class at the 1953 AFT Summer Workshop finds that political science can be fun.

THE CURRICULUM CORNER

IN THE December issue of the *AMERICAN TEACHER* was a most interesting article—interesting because of the number of fallacies and half-truths that were packed in so small a space. The major premise of this article, in capitals, was: LOVE OF KNOWLEDGE, IN AND OF ITSELF, IS ENOUGH TO DRIVE A CHILD OR AN ADULT TO FIND OUT WHAT HE WANTS TO KNOW. The fallacy, for purposes of educational philosophy, is the word “WANTS.” It is the function of the public schools to teach the child, not only what he wants to know, but what he ought to know to be a responsible citizen.

A second premise of the article referred to was that school marks inevitably result in a system based upon compulsion. It is stated that to give a mark for a learning activity indicates that “This isn’t worth learning, and you wouldn’t do it by yourself.” There are a good many things necessary in a child’s total educational experience which he wouldn’t do by himself, but which still are essential to his progress toward responsible adulthood.

The third fallacy is in a misstatement of the theory of effort, thus: It is good to do something unpleasant, simply because it is unpleasant, before you do something you truly want to do. A correct statement would be: We must do some things we do not want to do in order to do those things we wish to do.

Still another fallacy, not directly stated but implied throughout the article, is that children desire fun, entertainment, and immediate reward more strongly than they desire a feeling of adequacy resulting from fitting into the social group striving for somewhat remote goals.

It is not necessary, in pointing out fallacies in this article, to support the doctrine of compulsion or boredom in the classroom. Certainly a reasonable emphasis upon immediate satisfaction and pleasure is essential for good teaching and good learning. It is just as stupid to put forth effort without reward as it is to expect reward without effort.

As to the role of school marks, they have wider and more socially desirable uses than to serve as motivating rewards or punishments. School marks, properly determined and used, serve to indicate whether a given pupil is ac-

complishing as much as he can expect to accomplish with reasonable effort (and as the outcome of having a reasonable amount of fun). Without some kind of marks, intelligent guidance of pupil effort is almost impossible. It is stupid to give tests to determine the state of a child’s learning, and then to pretend that the indicated outcomes do not exist. School marks have a role in guidance, both positive and negative. In modern schools the curriculum is so broad that the normal or nearly normal child can find areas in which he can succeed, and marks help him to find these areas. Furthermore, advanced schools and employers do not inquire whether a child had a happy, carefree period of pleasure in school, but whether or not he has learned enough to serve as a foundation for advanced education or the job. This is true of vocational schools, of colleges, and of employers.

The matter of boring teachers’ meetings in the article is one of the familiar red herrings. They have nothing to do with marks, except to indicate that in some schools neither teachers nor administrators are making a very effective effort to operate an interesting educational program. The solution is not to abolish either marks or teachers’ meetings, but to learn to do better the job that society expects of the schools.

The pleasure theory has about outlived its usefulness in educational philosophy except as a basis for effective teaching. The atomic age demands an educational philosophy based upon social responsibility and personal adequacy for fitting into a complex and trying world.

VICTOR C. SMITH

Local 238, Minneapolis, Minn.

AFT members to attend Washington Conference

At the invitation of S. M. Brownell, U.S. Commissioner of Education, the AFT Executive Council has named two AFT members to attend the Eighth Annual Conference on Elementary Education in Washington, D.C., May 5, 6, and 7. The two members appointed are: William Swan, AFT vice-president and member of the Gary Teachers Union, Local 4; and Evelyn Gleason, of the West Suburban Teachers Union, Local 571.

"We in the AFL will not be satisfied until all our members, regardless of race, creed, or color, have won equal rights, equal job opportunities, and complete freedom from any form of discrimination."—GEORGE MEANY, *"Why Labor Fights for Human Rights."*

THE Human Relations Front

by Richard Parrish

Chairman of the Committee on Democratic Human Relations

DEBITS —

Another Jim Crow Levittown is being built in Bucks County, Pa., with the aid of FHA loans in direct violation of the supposed anti-discrimination policies of this federal agency. Now colored and white employees can work together in the neighboring steel plant, where most of the tenants of the new Levittown will work, but Mr. Levitt has barred them from living in the same housing project. So far he has violated the stated policies of the United States Government under both Democratic and Republican administrations.

One of Labor's saddest setbacks occurred when the Louisiana sugar cane workers lost their strike last year. These field hands, who had been organized for the first time since 1879 by the National Agricultural Workers Union, AFL, failed because the employers secured injunctions against all strike activity. These restraints were based on the allegation that as farm labor is excluded from Labor Relations Act benefits, it is against public policy for farm workers to organize.

The CIO and the National Conference of Christians and Jews have severed relations because of the discriminatory practices of the latter organization against Negroes in the South. After a series of meetings between the two organizations which lasted about two years, nothing seemed to be forthcoming as a definite policy by the National Conference. In taking the drastic step Mr. Carey said in part: "Our organization is fully committed to the abolition of racial segregation and discrimination. Our procedures do not permit us to indulge in partial application of this principle. Therefore we find it impossible to successfully cooperate with organizations who deal with this subject on a varying basis."

The National Bar Association has exposed the lack of civil rights west of the Mississippi as regards Negroes, Indians, and Orientals. We usually think of the South as the No. 1 violator, but this vast section must command more of our attention. Between the wide Missouri and the coast, lies a "no man's land" for the Negro seeking hotel or restaurant accommodations. On the coast, notwithstanding court decisions, discrimination is openly practiced by real estate interests. Only Oregon can boast of FEPC legislation as unemployment mounts. Improvement in the past decade—yes—but the total picture is still poor.

CREDITS +

During 1953, The Children's Fund (UNICEF) working with the World Health Organization inoculated more than 8,300,000 children against tuberculosis. W. H. O. safeguarded another 18,900,000 against malaria. UNESCO started the first public library in India, and in Pakistan furnished radio instruction in health, history, and geography for those who could not attend school.

Desegregation continues in southern Illinois as Cairo became one of the first communities in this area to admit Negroes on a non-segregated basis to a movie house formerly restricted to white persons only. In the neighboring communities of Tamms and Ullin, Negro students have been admitted without incident to the all-white elementary public schools.

The World Jewish Congress has urged the United Nations to draft a special convention outlawing the advocacy of national, racial, or religious strife. In its memorandum it warned that "National and religious hostility and intolerance is rearing its ugly head in many countries despite the terrible consequences of the Nazi, Fascist, and similar advocates of racial and religious intolerance."

President Foster of Tuskegee claims that lynching no longer is a valid index of progress in race relations because of the development of extra-legal means of control, such as, bombings, incendiarism, and intimidations. Hereafter the Institute will use four standards: (1) income relationship; (2) voter participation; (3) education and pupil cost; (4) comparative conditions in certain jobs.

The need for a change of criteria became obvious in 1952 and 1953, when no lynchings were reported, yet other forms of coercion accomplished the same objective.

The State of Vermont gave back to the Canadian Iroquois Indians a 150-foot strip of land in the Saxtons River section. Since a much larger area of the state had been the hunting grounds of the tribe, the Iroquois have been seeking damages from Vermont to the extent of a million dollars. The present legislature, though refusing to acknowledge the damage claim, deeded the strip of land as "a gesture of friendship."



LABOR NOTES

The City of Hope

The CITY OF HOPE in Los Angeles, California, is truly a haven of healing for working people suffering from many catastrophic diseases—tuberculosis, cancer, leukemia, and heart diseases requiring surgery.

The CITY OF HOPE is more than a hospital—it is a NATIONAL MEDICAL CENTER. Here the fight against catastrophic diseases is being waged on three fronts—in its hospital, in its medical research institute, and in its doctor's training program. Research workers probing into the cause and cure of cancer may, one day, be instrumental in saving the lives of millions doomed by this disease. Its training center is equipping visiting medical men with the know-how to treat patients afflicted with major illnesses.

The close kinship between the trade union movement and the CITY OF HOPE is based on the precept that the CITY OF HOPE has been, since its inception, a true friend to labor, ready to meet the emergency in the fraternal spirit of personalization and not institutionalization, thereby erasing the stigma of charity.

A contribution to this excellent project has recently been made by the AFT. It is now possible for AFT members whose circumstances justify the request to take advantage of the facilities of the City of Hope.

Children often handicapped by early employment

Hundreds of thousands of American children are being handicapped by their employment, the National Child Labor Committee said in its annual report for the year ending Sept. 30.

"Only if we think of the individual child who enters into any given 'statistics,' is the child labor picture revealed," the report stated. "We can recall the 8- and 10-year-olds in the cotton mills in the early days of the century, and the boys only slightly older who stood before the glory holes of the glass factories or sorted coal by hand as it came up from the mines. And the statistics tell us that this cruelty is a thing of the past.

"More than a million school-age children are working today. Some of them are employed under good conditions and are gaining useful work experience. But hundreds of thousands are being handicapped, not benefited, by their early employment."

The committee said that the four major areas of concern are agriculture employment, part-time employment, early school leavers, and enforcement of child labor laws.

It said that "vast numbers" of rural children—especially migrants—remain out of school to stay at work, thousands of school children carry a load of work "that is bound to interfere with their education," and that a child labor law is a "dead letter" without good enforcement.

The committee noted that only 36 percent of 16- and 17-year-old workers out of school live in rural areas. It also pointed out that more than 360,000 16- and 17-year-old workers had not completed even one year of high school, and nearly 65,000 had only four years of schooling or less.

"That excessive hours of work by young children are by no means a thing of the past," it said, "is illustrated by a recent federal court case in Detroit. A firm manufacturing bags and baskets for farmers was fined \$1,500 and ordered to pay back wages of \$3,000 to 10 children whom it had employed last July. The children, whose ages ranged from 13 to 15 years, worked an average of 55 to 60 hours a week."

Educational attainment and literacy of workers

The Bureau of the Census reports that the educational level of American workers has increased sharply during the past decade, according to the results of a sample survey. In October 1952, the average (median) years of school completed by persons in the labor force was estimated at 11 years, or almost the equivalent of a high school education. At the time of the 1940 census a comparable figure was only about 9 years.

The proportion who had at least

some college training advanced from 13 percent to 17 percent between 1940 and 1952, with much of the progress during the past few years. Most of the gains in the college group have been recorded among men, probably because of the GI Bill of Rights. In spite of this fact, women workers still have the higher educational level. About 52 percent of the women have high school diplomas, whereas considerably fewer men in the labor force have diplomas.

Several interesting observations were also made in this report: (1) Unemployment is much more prevalent among workers with relatively little education than among those who have finished high school or college; (2) Although illiteracy is gradually disappearing, about 2 percent of the workers in October 1952 were unable to read or write in any language; (3) In October 1952, close to one million boys and girls 14 to 17 years of age had left school to go to work.

International Affairs Advisory Group Named

Secretary of Labor James P. Mitchell announced the reactivation of the Department of Labor Trade Union Advisory Committee on International Affairs. The committee, originally established in 1946, provides a formal channel through which the American trade union movement and the U. S. Government can work in the field of international relations.

Secretary Mitchell, in announcing the committee appointments, said: "It is my hope that, through the committee, the American labor movement will feel free to give me and my staff its views on problems in the international field. Such advice and assistance are needed if the Labor Department is to fulfill successfully our responsibility in this field."

The AFL men appointed to the committee are: AFL President George Meany, Matthew Woll, first vice-president, George P. Delaney, international representative, and David Dubinsky, president of the International Ladies' Garment Workers' Union.



BOOKS AND TEACHING AIDS



Dr. Bestor's case for the scholarly disciplines

EDUCATIONAL WASTELANDS. By ARTHUR E. BESTOR. University of Illinois Press, Urbana, Ill. 1953. 226 pp. \$3.50.

In *Educational Wastelands*, Professor Bestor joins the list of polemicists who have been attacking the policies and practices of the public schools. He is particularly aroused by the tendencies which he feels are developing at the secondary level. It is only fair to point out here, that the author is no party to the ranks of the lunatic fringe whose real aims are to weaken the public schools by cutting funds and intimidating teachers so that they will be subservient to the dictates of the super-patriotic Right. Professor Bestor is a firm supporter of the democratic system of public education. As a member of the History Department of the University of Illinois, he levels his barrage of criticism from the point of view of the sizable group of liberal arts scholars who are alarmed by the tendencies of the secondary schools to loosen themselves from ties to the colleges and universities.

His basic charges are that the public schools have been led astray from a clear sense of purpose, that as a result, the whole fabric of public education is in jeopardy, and that the chief culprits responsible for the debacle are the "educationists."

Professor Bestor operates from the assumption that the legitimate function of schools is primarily the development of intellectual powers—the development of a disciplined intelligence. The only sure way to obtain this is by continuous work by all students in areas of the scholarly disciplines (e.g., mathematics, foreign languages, history, physics). All other functions and activities must be subordinate. For example, "Physical education makes sense in the school, but only if it is linked with a knowledge of physiology." (p. 15)

"Educationists," by extending the scope of major responsibility of the school beyond the intellectual, have set forth diverse and trivial purposes, have lowered the aims of the American public schools, and have divorced the schools from the disciplines of science and scholarship. In fact, they have been leading the schools down the road of anti-intellectualism. With a sweeping generalization of the type that mars too much of his criticism, he charges that the influence of the "educationists" has been a major causative factor in "the growth of an anti-intellectualist hysteria that threatens not only the schools, but freedom itself." (p. 10)

While wisely avoiding a blanket use of the term "progressive education" (which he respects in the

statements of John Dewey and other earlier advocates) as the target of his attacks, he holds that the decline of the public schools has been the work of a kind of conspiracy of "educationists" predominant in the last twenty years whom he labels "regressive educators." Foremost among these are the advocates of the "life-adjustment" program. They fall into three groups: professors of Education; superintendents, principals, and local administrators; and "experts" and bureaucrats of city, state, and federal offices of Education. By forming an "interlocking directorate" and using various devices such as required professional courses for state certification, they have seized control of the program planning of secondary schools from the community of scholars and scientists. Professor Bestor admits, however, that the latter have neglected to assume their proper responsibility in the area.

Professor Bestor's argument is characterized by the vigor of a crusader, but it also has the characteristic weaknesses: a spirit of fairness and understanding is often lacking, sweeping charges and generalizations are made which often are grounded primarily in the preconceptions of the author rather than on a careful, fair-minded weighing of all relevant factors, and there is the tendency to dismiss by name-calling those whose ideas differ from his own. This is particularly true when he levels off at his favorite targets, "the educationists," whom he contemptuously dismisses as being intellectually inferior.

Apart from these tendencies, it seems to this reviewer that one of the most serious weaknesses of his argument is the failure to give sufficient recognition to the fact that American education (particularly at the secondary level) has been going through a difficult period of growing pains. He dismisses too lightly, for example, the problems that have been posed by the rapid change in the numbers and nature of the student body of the secondary schools. He fails to recognize the difficulty of two other imperative tasks undertaken by serious students and practitioners of public education. One was the necessity to examine the implications of the democratic philosophy for the total program of the school, in an era when democracy was under constant attack. Another task, equally imperative and even more difficult, was the one of seriously studying the knowledge coming from the various scholarly studies of man (e.g., anthropology, sociology, social psychology, psychiatry) and seeking to think through their meaning for the theory and practice of education.

His basic proposal, for the schools to return to the sure anchorage of the traditional disciplines of study under the wise guidance and surveillance of the uni-

versity scholars, is an over-simplification that he could profitably afford to re-examine with the help of people who for years have been in personal contact with the youth and programs of the schools.

This does not mean that there is no merit in some of his suggestions or that all of his criticisms lack validity. The book, in fact, should get a wide reading by the profession. His is not the mere fanatical criticism of a crank, but is based on an acquaintance with the literature and his own experience as a university teacher. He points out, for example, a common failure to provide a challenging program for intellectually gifted secondary students. He deplores the attenuation and watering down of many of the courses in departments of Education; he has an eye for spotting the trite and faddist quality of some educational writings; and he attacks the tendency for too much of school policy to be determined by administrators. But he rarely manages to rise above the level of his biases so that he could criticize from the vantage of a realistic and balanced understanding. He assumes that none of his criticisms have been made by professional educators themselves.

During our period of seeking to create a design for a pattern of education appropriate for the creeds of all our people, and responsive to the finest of our traditional values and future aspirations, errors and excesses have not been absent, by any means. As the search goes on, honest and positive criticism will be needed by all men dedicated to the cause of a better American education. By joining in the inquiry with other men of good will, Professor Bestor and others who share his views could play a valuable part. In this present volume, however, it is the intemperate and uncompromising quality of the attack that is most harmful to the potential value of the criticism. If youth and the schools eventually are to profit, the critics will have to bring with them less contempt for colleagues who differ and more good will than is evident in the pages of this book.

ARTHUR G. WIRTH

Department of Education, Brooklyn College, New York.

Education as an instrument for social reconstruction

EDUCATION AND SOCIAL INTEGRATION. By

WILLIAM O. STANLEY. Bureau of Publications, Teachers College, Columbia University, New York, N.Y. 1953. xi + 290 pp. \$4.50.

Few recent works have so effectively, and with such clarity, explored the conditions of the educational system in the United States in the middle of the twentieth century as *Education and Social Integration* by William Stanley. In so doing, the author has exposed some of the causes and the complexities of the severe criticisms to which American education has been subjected with such rising intensity. To be sure, not all who read Mr. Stanley's work will find in it the answer they seek, for Mr. Stanley is an unembarrassed Experimentalist, and has approached the examination of the facts and the causes of social disintegration from the Naturalist point of view. It would seem to me,

however, that whoever reads the book would have difficulty in rejecting the cogency of his reasoning, the close development of historical material, and the description of the character of the disintegration which faces us today. He writes as an educator, to be sure, but as an educator aware of his role as a contributor to the quality and the character of the American social scene. In this sense, it is just as much a book about politics as it is about education, and this increases its merit.

Perhaps the most interesting aspect of the book comes at its close, for Mr. Stanley has given a surprisingly cautious interpretation of the view that education is an instrument for social reconstruction. He strongly stresses the need for moderation in reconstruction, the authority for which must derive from social consensus. This particular view tends to raise a great many questions, which perhaps Mr. Stanley will explore more fully in later works. Does it, perhaps, lead to an idealism which becomes sentimentalism because it cannot be long sustained by the facts? However, Mr. Stanley has written a thoroughly sound response to much of the shallow abuse against the education and the morals of America.

MARC BELTH, Queens College, Flushing, N.Y.

Down-to-earth suggestions for using literature with children

A portfolio of 12 leaflets on the general subject, "Adventuring in Literature with Children," has been prepared by the Association for Childhood Education International. The material in these stimulating leaflets has grown out of the actual experiences of teachers with children in the classroom.

As the president of ACEI comments in an accompanying letter, the portfolio "has applications for children of all ages. It offers down-to-earth suggestions for using literature with children. As you read the leaflets in this portfolio written by many people, your own understanding of children will be enriched. You will want to share this material with others."

The titles of the leaflets are:

No. 1—Building a Balanced Classroom Library.

No. 2—Enjoying Great Stories and Classics.

No. 3—Fostering Independent Reading at Home and School.

No. 4—Stories and the Curriculum.

No. 5—Guidance Resources in Literature.

No. 6—Records of Children's Reading.

No. 7—Making Poetry Live with Children.

No. 8—Choral Reading in the Classroom.

No. 9—Enriching Literature Through Storytelling.

No. 10—Extending Creative Experiences Through Literature.

No. 11—Using Audio-Visual Materials with Literature.

No. 12—Coping with the Comics.

The cost of each 4-page leaflet is 10 cents, or the complete portfolio of 12 leaflets can be purchased for 75 cents from the Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D.C.



OUR LOCALS REPORT

Philadelphia attacks the problem of juvenile delinquency

3 PHILADELPHIA, PA.—“Juvenile delinquency will probably get worse before it gets better,” was the startling statement of Capt. Howard Leary of the Juvenile Aid Division of the Bureau of Police at a recent membership meeting of the Philadelphia Federation of Teachers.

Capt. Leary then pointed out that statistics may show an increase in delinquency only because more is being done about it and records are being kept more accurately. With further cooperation of the home, the church, the school, the courts, and government, and community agencies, the incidence should decline.

“Some people think discipline is synonymous with corporal punishment. But discipline means the enforcement of reasonable rules and in most cases does not involve corporal punishment at all.”

Capt. Leary, who was promoted to inspector in December after passing the examination with one of the highest averages, stressed what he

considered the most serious problem of today. “Too many youths do not meet an effective ‘No’ until they have gotten into serious trouble.”

Many adults, he explained, do not set up reasonable limits; they back down or give in when they should stand firm. Boys and girls come to think they can get out of anything. Some of these youths go on ignoring authority and then suddenly they find they have committed a serious offense that society will not ignore. The tragedy is that they could have been saved the harsher lesson if they had been expected to conform on simpler matters. This was particularly good advice to teachers and parents.

During the discussion period members expressed a strong desire that administrators back up teachers in reasonable discipline. There was a feeling that school authorities are too willing to give in to cajolings of parents under the guise of maintaining good community relationships.

The Federation Reporter

Accomplishments of new local show advantages of AFT affiliation

1169 HAWTHORNE, N.Y.—The Hawthorne Cedar Knolls Federation of Teachers, Hawthorne, New York, recently concluded negotiations with their school board. The following gains were made:

1. Elimination of merit provisions in the salary schedule.
2. Increase of cumulative sick leave from 54 days to 90 days at the rate of 15 days per year.
3. Health insurance and hospitalization to be paid by the board of education.
4. An across-the-board increase of \$160.

The pay scale is now a 12-step automatic scale of \$300 annual increments starting at \$3,360 and going to \$6,600 on the bachelor's scale.

In addition, a \$200 differential is provided for holders of a master's degree or for 30 additional college credits beyond the bachelor's degree. A further \$200 differential is provided for 60 points beyond the bachelor's degree.

HERBERT COHEN, *president, Local 1169*

Detroit Teacher changes to newspaper format

231 DETROIT, MICH.—*The Detroit Teacher* has changed its format and is now a tabloid newspaper. The eight-page publication provides more space for news items. The editors hope also that the new format will make possible the presentation of fresher material than before.

Chicago Teachers Union wins salary increase

1 CHICAGO, ILL.—A \$7,700,000 salary increase for Chicago's teachers was voted by the Board of Education after a two-year fight by the Chicago Teachers Union.

The average increase for elementary teachers is \$578 a year, and the average for high school teachers is \$312. The salaries for elementary teachers now range from \$3,440 in the first year to \$5,500. High school teachers' salaries now range from \$3,900 to \$6,150.

These increases were the first step in a plan by the school board to set up a single salary schedule under which teachers of equal education and length of service will be paid alike, whether they teach in elementary or high school.

238 mourns death of editor of bulletin

238 MINNEAPOLIS, MINN.—The Minneapolis Federation of Men Teachers mourns the death of one of its most active and loyal members, Emil R. Newstrand. As the able editor of the bulletins published by Local 238, Mr. Newstrand made a most important contribution to the work of the organization. He had taught in Minnesota schools for 28 years and was active in high school journalism affairs as well as in the teachers' union in that state.

West Suburban local aids TV station

571 WEST SUBURBS, ILL.—The West Suburban local recently conducted a campaign among school employees in the area to obtain contributions for the establishment of an educational TV station in the Chicago area. Contributions were collected from school personnel in Berwyn, Cicero, Elmhurst, Elmwood Park, Forest Park, Franklin Park and Maywood.

New teachers find hospitality in Canal Zone

227 BALBOA, C.Z.—Local 227, located in the Canal Zone, has a special problem in welcoming new teachers. Here all teachers are a long way from home, and making the new arrival feel at ease requires careful planning. This report from J. Stuart McNair, president of the local, describes the way in which new teachers are received in Balboa:

"As soon as the new teachers are appointed, a committee of teachers gets the names from the superintendent, and a letter is sent to appointees telling something about the place and what they should bring with them in the way of clothes and house furnishings. When the teachers come by boat—usually the Teachers' Boat, which is the last one to arrive before school opens—the older teachers on the boat arrange to meet the people and to help them get acquainted; usually there is an informal reception on the boat. The Committee on the Zone assigns each new teacher to an older teacher here to see that his living quarters are ready and clean, and to meet the teacher at the boat in Cristobal. The new employee is shown to his quarters and aided in

every way in getting situated comfortably in his new place. If the new teacher comes by plane, there is a member of the committee to meet the plane and bring him into town to his living quarters. The first few days the new teacher is taken to the various places he has to go to get processed, and to get supplies.

"Shortly after the opening of the school year, the local entertains all of the new teachers at a buffet supper. Included among the guests, along with the new teachers, are the Governor of the Canal Zone, the Assistant Governor, the Superintendent of Schools, and the leaders in the Canal Zone Central Labor Union. The wives are included as guests if the men are married. This past September we had 195 persons at our reception for the new teachers.

"We have found that all of these things help the new employee to get adjusted to the new surroundings, and usually result in his joining the Union. If he is given a good first impression, he is more likely to consider staying here for a while—and that helps to stabilize the teaching staff."

Local 2 aids applicants for teaching positions

2 NEW YORK, N.Y.—Three hundred applicants for elementary teaching positions enrolled for an examination preparation course conducted by the New York Teachers Guild. Expert advice on how to take the examination, and sample test questions in subject areas were covered in ten lectures. A nominal fee of \$5 was charged to cover costs of mimeographed outlines. Students were enthusiastic about this "inside advice," especially when they considered the high price of the courses offered commercially.

This is the fourth year that the Guild has run such a course. They feel that it builds good will and ultimately membership for the Guild.

1173 reports activities

1173 ROBBINS, ILL.—The Robbins Teachers Union, organized in the spring of 1953, has already commenced its efforts to aid the community by providing baskets of food for deserving families and for a convalescent home. For members of the local, the social committee also arranged a very successful party at which a potluck supper was served.

Kindergarten teacher directs pupils in Korean aid project

1052 HAMTRAMCK, MICH.—Betty Zussman, a member of Local 1052, directed her kindergarten pupils in the task of collecting toys and clothing for tiny Koreans, in response to a request by a soldier in the 35th Infantry Regiment. The clothing was shipped in the hope that it would brighten Christmas for the children in whom the army group was taking an interest.

The Hamtramck local has also sent food, clothing, and magazines to several countries of Europe and Asia.

Chicago school named for William Green

1 CHICAGO, ILL.—Another public school will be named for William Green, late AFL president, as a memorial to his work in behalf of free public education.

The Chicago Board of Education unanimously adopted a resolution to that effect, introduced by Thomas J. Haggerty, member of the board of education and secretary-treasurer of the Milk Wagon Drivers Local 753 (AFL).

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Toledo completes survey

250 TOLEDO, O.—Walter Brimmer, chairman of the finance committee of the Toledo Federation of Teachers, compiled some interesting data concerning teachers who work outside of school hours. An analysis of the replies from the 801 teachers who responded to Mr. Brimmer's questionnaire provided the following information:

1. Of the married men
80% work summers.
60% work after school hours.
39% work week ends.
2. Of the unmarried men
77% work summers.
40% work after school hours.
3. Of the unmarried women
22% work summers.
10% work after school hours.

The percentage of outside work done by married women is small because 88% of the married women have fully employed husbands, and 5% more have husbands employed part time.

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Locals meet quotas for increase in membership

This list represents locals which have made the quota assigned them for increased membership. There are some locals whose quota was impossible to attain because their present membership already includes 100% of the teachers in their area. If those locals will notify us, the AMERICAN TEACHER will publish that list in a later issue. However, if your local is not in this list or eligible for the 100% list, will you help put on a vigorous campaign for the additional members needed to reach your quota?

43 St. Paul, Minn.
183 Fulton County, Ga.
202 Superior, Wis.
231 Detroit, Mich.
252 Milwaukee, Wis.
279 Cleveland, O.
435 Flint, Mich.
461 Tacoma, Wash.
684 Highland Park, Mich.
770 Royal Oak, Mich.
822 Woodbridge Township, N.J.
838 Hazel Park, Mich.
888 Colorado Springs, Colo.
921 Dayton, O.
933 New Haven, Conn.
994 Third District, La.
999 Garden City, Mich.
1010 Salt River Valley, Ariz.
1011 Hobart Township, Ind.
1046 Garfield, N.J.
1051 Melvindale, Mich.
1068 Inkster, Mich.
1080 Oregon Township, O.
1085 Taylor Township, Mich.
1104 Mt. Clemens, Mich.
1174 Belvidere, Ill.
1181 Allen Park, Mich.
1184 Independence, Mo.
1194 Ypsilanti, Mich.

Form Citizens Committee to study Clifton schools

1179 CLIFTON, N.J.—The Clifton Federation of Teachers held a special meeting in January to form a Citizens Committee to study Clifton's schools, its educational policies, and the problems of its teachers. The new committee is composed of business leaders, clergymen, members of the PTA, and labor, civic, fraternal, and veteran organization members.

Basis used for salaries and promotions criticized by college chapter of Local 2

2 NEW YORK, N.Y.—The New York City local has organized the staff of the New York Community College of Applied Arts and Sciences as a chapter of the local. The chapter, which includes a majority of the teaching staff, has prepared a detailed brief criticizing the bases used by the college to determine salaries and promotions. "Our present system," the chapter maintains, "incorporates two elements which in our estimation have worked to the detriment of staff morale and the functioning of the college. These are:

"1. The promotional system where, on the basis of the advisory committee's evaluation of supervisory reports, judgments are made for advancement.

"2. The percentage quotas, which are artificial limitations on advancement."

In the discussion of the evaluation process, the following statement is made: "Evaluation which is designed to see how an instructor teaches, to assess his weaknesses and offer ways and means of improvement, is a perfectly proper function of educational supervision. When it is geared to a promotional system, it departs from its true purpose. . . . It raises fears and anxieties in the instructor. It encourages individual self-aggrandizement at the expense of working with one's colleagues."

The brief points out the AFT position as to the impossibility of using subjective evaluation of teaching ability as a means of determining advancement, and quotes from a resolution of the AFL convention condemning the plan of basing teachers' salaries on rating schemes.

Taking issue with the present quota system, whereby the number of junior instructors, instructors, and senior instructors is based on a predetermined percentage basis, the brief says that, though such a system may be functionally necessary in the armed forces, where obviously all soldiers cannot be sergeants, lieutenants, or generals, it is completely inappropriate in a situation where all staff members have a full load and carry out equal professional responsibilities.

Additional comment on merit rating was quoted from the report on the "Survey of the Public Schools of St. Louis, Mo." by George Strayer, of Columbia University, who said:

"It seems unwise to attempt to base teachers' salaries upon merit

ratings. It is an established fact that the ratings of superintendents and principals are unreliable. What one rater considers to constitute an excellent teacher, another will classify as average. Because of this unreliability, teachers are extremely suspicious of any salary schedule which is based on the subjective judgment of principals or assistant superintendents. To those who are concerned lest teachers soldier on the job when salary increments are no longer based on ratings, it should be pointed out that the vast majority of teachers are capable of being motivated by wise leadership to give their best service to the community. The few laggards who do not respond to the stimulus of intelligent guidance and to the opportunities inherent in their positions are being overpaid no matter what salary they are receiving.

"The responsibility of the [board of education] is to adopt a plan which promises the best return on the taxpayers' investment. In the opinion of the survey staff, the automatic increment plan is vastly superior . . ."

The four-page brief urges a single salary schedule in which advancement is divorced from rating—a plan which will instill a more cooperative spirit in the faculty. The point is stressed that a probationary period permits the removal of poor instructors. Moreover no amount of rating has succeeded in producing perfect faculties!

H. K. Story wins Ford Fellowship

571 WEST SUBURBS, ILL.—H. K. Story, a former president of Local 571, has been awarded a Ford Foundation fellowship for the 1953-54 school year. Mr. Story is at present chairman of the legislation committee of the Illinois State Federation of Teachers.

The fellowship provides Mr. Story's salary for the school year, plus additional compensation to be applied toward tuition and travel. He has spent the first part of his year at Harvard University studying American culture. The remainder of the year will be spent in travel.

Bloomington wins increase

276 BLOOMINGTON, ILL.—An across-the-board increase will bring the Bloomington maximum to \$4,900. Bloomington is a city with a population between 30,000 and 35,000.

Important issues discussed at convention of Wisconsin Federation of Teachers

The twenty-first annual convention of the Wisconsin State Federation of Teachers featured several important speakers. Mayor Frank P. Zeidler of Milwaukee started the convention with a challenging talk. He urged teachers' organizations to assume the job of making the public desire education more than anything else which competes for their interest and tax dollar. He insisted that public support becomes static if there is not a steady flow of information about how education can meet specific needs and problems.

On the second day of the convention Dr. J. Martin Klotsche, president of Wisconsin State College, Milwaukee, compared his observations on a trip through Germany in 1953 with those made on former trips. He discussed "Democracy's Chances in Germany" and pointed out that interest in democracy is genuine. In order to accomplish anything significant in this direction, however, the educational system must be reformed, and many Germans are recognizing this need. Although he also saw some things adverse to democracy, he believes that ultimately democracy can survive in Germany.

At the convention dinner Professor Harold M. Groves, tax expert from the University of Wisconsin, discussed the problem of financing education in Wisconsin during the next decade. He advised a new approach, appropriate to our changing economy. He suggested, for example, that local units of government should receive a greater share of state-collected tax money.

Professor Groves pointed out that although the federal income tax takes about one-fifth of our national income, we in the United States have more money after taxes than our nearest income rival, Canada, has before taxes. There are, however, defects in our present system; one of these is weak enforcement. To illustrate this, he said that farmers' tax payments amount to 40 or 50 percent of what should be paid, whereas collections from wage earners are about 95 percent. On the other hand, he disagreed with those who complain about high taxes, saying that taxes are the price of civilization.

Miss Marie Edwards of Gary's Local 4 (see December *AMERICAN TEACHER*) spoke at the luncheon. She reported on her recent study tour of Japan. Some of her comments en-

couraged her hearers in the hope that democracy will succeed in Japan; nevertheless, she also listed some factors on the debit side. One of her amusing stories told how a Japanese industrialist organized his plant into a union shop. He announced that there was to be a union, appointed a president, and installed him in an office next to his own. When the time came to increase workers' wages, the industrialist informed his men that the democratic way demanded that they stop work for a decent interval, and then, when he told them to return, they would receive more money. All this was solemnly carried out.

Joseph D. Keenan, director of Labor's League for Political Education, also addressed the convention. He traced the relationship between organized labor and progress in education.

One of the panels considered "How to Make a Union Function More Effectively." This group included Robert Ozanne, University of Wisconsin School for Workers, and AFT President Carl J. Megel, as well as several members of the WFT. Another panel under Dr. Dan W. Dodson discussed "Delinquency, Discipline, and Democracy" and concluded that authority without authoritarianism leads to the best administration and to individuals who are best able to solve their problems without social conflict.

Vital problems in vocational education were presented to an afternoon study group arranged by the Wisconsin State Council for Vocational and Adult Education in conjunction with the WFT convention. The speakers were Irvin R. Kuenzli and Albert E. Boyer, president of the Milwaukee Board of School Directors.

Sponsor conference on juvenile delinquency

933 NEW HAVEN, CONN.—The New Haven Federation of Teachers recently sponsored a conference on juvenile delinquency. The speaker who set the tone of the conference was Dr. Jules V. Coleman of Yale University, whose topic was "The Psycho-social and Psychiatric Contribution to the Problem of Juvenile Delinquency."

Eight discussion groups considered the causes and cures of delinquency from the viewpoint of the child, the parent, the school, the church, law enforcement, employment, recreation, and society. Each group developed one suggestion which was planned to lead toward further action in the study of the problem of juvenile delinquency. A summary was then presented by Dr. Ann V. Foberg, consultant in elementary education in the Connecticut State Department of Education.

The discussion groups pointed out that the delinquent child is not only a community problem but a responsibility of the parents, and parents should be helped to assume their share of the responsibility. Emphasis was also placed on early preventive work.

A summary of the action of the conference was sent to the mayor with the recommendation that a non-partisan committee be appointed to study juvenile delinquency problems in New Haven.

Dinner meetings held in Peoria

780 PEORIA, ILL.—The first in a series of dinner meetings was held by the members of Local 780 in January. A talk by Charles M. Kenney, executive secretary and legislative representative of the Illinois State Federation of Teachers, was the main feature.

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